**How does curriculum design connect to students, teachers, and schools? How does curriculum connect with a teaching philosophy?**

1. Reflective write & Field check-in: What do you know about the mission of your school?
2. Partner reading de-brief: Curriculum suggestions from all three pieces that you will use in the hopes of accomplishing the phenomenon of “ a light bulb going off.”
3. Notes from Trace: Distinctive Secondary Programs

Coalition of Essential Schools & Breakthrough High Schools

1. School/Disciplinary mission/vision statements: How can we connect to these?
2. Workshop: From your notes today, work with a discipline-specific group to talk about how you might make these abstract principles concrete in your classroom and **subject area**. What are some concrete experiences you might create for students? What are some concrete moves you might make? Discuss – build consensus – articulate some blueprints - bring back to plenary group.

**Pinebush Central:**

The goals of the Pine Bush Central School District must be responsive to a world that is rapidly changing. This era is characterized by economic and political challenges from increasingly capable competitors abroad; by unprecedented social and cultural transformations at home; by an exponential increase in technology, available knowledge, and information; and by career opportunities that are changing so rapidly as to be largely undetermined at this time. Therefore, each student who graduates from the Pine Bush Central School District shall in a democratic, culturally diverse society:

* be able to communicate effectively and appropriately in a variety of settings;
* be a skillful, lifelong, self-directed learner who takes pride in his/her efforts and holds high expectations;
* possess high level thinking skills, effective research skills, and productive study skills;
* function effectively and ethically—on both an independent and collaborative basis—in educational, home, community, work place, and social settings;
* possess effective problem-solving, decision-making, and conflict resolution skills;
* demonstrate responsibility and respect for self, others, and the environment;
* demonstrate behaviors that exhibit physical, emotional, and psychological wellness, and possess a positive self-concept that enables him/her to cope with life’s challenges;
* master, apply, and integrate curricula content within educational, career, social, and community settings;
* know how to identify, explore, and pursue education and career opportunities throughout life;
* possess and be able to apply daily living and parenting skills;
* be able to aesthetically respond to artistic, cultural, and intellectual accomplishments.

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| Mission, Beliefs, Vision, Expectations |

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| **OUR MISSION** **The Arlington Central School District** is committed to the success of each child in a safe, supportive, and stimulating learning environment.   **BELIEFS** *We believe that all students*:   * Have an innate desire and ability to learn. * Possess unique gifts. * Thrive with personal attention. * Learn in different ways and at different rates. * Should have their success measured in a variety of ways. * Grow through creative, participatory and challenging experiences. * Develop intellectually, emotionally, physically and socially at different paces. * Benefit from participation in fine and performing arts. * Benefit from involvement in co-curricular activities. * Benefit from physical activity and learn from athletics. * Learn best in a positive school environment. * Can and should make valuable contributions to enrich their school and enhance their community. * Benefit from the diversity of people, cultures, values, and beliefs. * Benefit from the involvement of families and the community. * Will achieve more under the leadership of highly skilled, appreciated staff.   **VISION** *We want our children to*:   * Attain their highest potential. * Be recognized for their individual gifts. * Develop self-confidence, tempered with empathy and compassion for others. * Become inquisitive, independent lifelong learners. * Exercise the rights and responsibilities of citizenship. * Embrace diversity. * Contribute significantly to local and global communities. * Appreciate the value of hard work. * Demonstrate the ability to adapt to changing situations. * Be of good character.   **EXPECTATIONS** *Our school district will*:   * Inspire high student achievement that exceeds government standards. * Provide child-centered instruction appropriate for various learning styles. * Demonstrate commitment to diversity. * Promote civic awareness and responsibility. * Promote continuity and equity among district schools. * Strive for continuous improvement and self-assessment. * Engage meaningfully in the broader community. * Foster a family/school partnership to enhance student success. |

**Newburgh vision:**

The Newburgh Enlarged City School District will be the center of educational opportunities for the entire community. The District will provide the programs and resources to insure that all students reach their full academic potential. Students will become responsible citizens and life-long learners who can communicate, problem-solve, and work effectively. The District will provide a safe and pleasant learning environment where tolerance and acceptance of differences will be encouraged. It will be a place where all will hold themselves responsible for the success of each and every student.

**Mission Statement**

***The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.***

**High school for Humanities (NYC):** Our mission is to prepare our students for a challenging and rewarding life by engaging students in rigorous academic work, promoting excellence and nurturing the development of the whole individual.

**The Beacon (HS, NYC) English Department** explores literature through analysis and creative writing. Our purpose is to help our students realize that literature reflects certain universal truths that allow us to see others and ourselves as part of a larger whole. While literature can be understood as a product of the time in which it was written, it is a timeless reflection of life that facilitates discovery and fosters empathy. Because of this, we believe that literature is democratic and humanizing.  
  
Students are required to pass eight semesters of English. In each academic year students will be asked to present one project to demonstrate a particular form of composition emphasized during that year. In addition each year at the PBA presentation thestudent will present a creative project that explores literature through the creative process. This can include creative writing and/or non-written projects (such as video, visual art, dance etc.). Whenever possible, a teacher other than the classroom teacher will assess or help assess the portfolio piece.

**Horace Mann Foreign Language**

We teach foreign languages not only as basic tools of communication in an increasingly interdependent world, but also as a central and distinctive feature of human life. By stressing the four basic skills-- understanding, reading, writing and speaking--we aim to impart a love and respect for language per se. Audio-visual materials, CD-ROMs and the Language Lab are used extensively. Through art, film, and literary and other readings, students learn not only the language but also the culture, geography, and history of the country or countries where it is spoken.

Students are encouraged to enroll in additional major and minor languages. The half-credit courses (minor) are offered in German, Greek, Italian, Latin and Russian.

### Dalton School: History and Social Science

The History and Social Science curriculum at The Dalton School reflects the basic tenets of the School's philosophy. The members of the History Department feel it is imperative that Dalton graduates enter college with an excellent understanding of the main themes in world history and American history. At the same time, the Department recognizes the need for students to make their own choices in a widely varied program. This need accounts for the wide variety of electives offered by the Department. These electives reflect the fact that our world has indeed become interdependent and students of the 21st century should be familiar with cultures and traditions beyond the European and American experiences.   
  
All course offerings stress the importance of cogent writing, critical thinking, the analysis of concepts as well as the mastery of factual material, and the ability to discuss and debate the events that have shaped the modern world. Course offerings also emphasize the importance of the student's awareness of current events. Students are strongly encouraged to read *The New York Times*; view daily a major news program; read a weekly magazine such as *Time*, *Newsweek*, or *The Economist*; and view documentaries and films on current happenings.

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| **Beacon's CURRICULUM AIMS** | http://www.beaconschool.org/images/curriculum/aims.jpg |
| **What is at the core of the Beacon Community?**  Beacon is an inquiry-based, college preparatory school. The heart of Beacon’s curriculum is dynamic classroom teaching and performance-based assessment. Some components are:  **Active Learning**  At Beacon, classrooms are based on critical analysis, discussion, and debate. Inquiry learning includes requirements for original research and experiment design, emphasis on analytical writing, revision, and publication.  **Habits of Mind and Work**  Consistent throughout Beacon is an inquiry stance: encouragement of students to examine content from a variety of perspectives, to debate and discuss views, to support opinions with evidence, and to develop and use study and organizational skills.  **Performance-based projects required for graduation**  To graduate from Beacon, students must present and defend selected projects each year. Some examples of the performance-based projects are: an original science experiment and oral defense of the findings; application of higher-level mathematics to real-life situations; an original history research paper that includes an interview with an expert in the field; analytical essays on literature; and oral, written, and listening assessment in foreign language.  **Multiple services to support students**  Students get many opportunities to revise work and to discuss work with teachers. Students receive detailed responses on their written work, narrative reports on their progress in each class twice per year, and in-school and after-school tutoring. Homework and assignments are made available to parents and students though this website (see [Parent Resources](http://www.beaconschool.org/parents)).  **Technology** **Tools**  **Beaconschool.org** Our website was launched in September 1997 and has continued to adapt to the demands of our community. Our website has become the hub of our learning community. It is a unique, individualized site, providing essential information to students, teachers, and parents. We publish important notices and news on a daily basis; teachers, parents, and students are encouraged to check the website on a daily basis.  Every student and staff member has an account which gives them space on Beacon’s file and web sever, an email account, and access to an individualized portal.  **Teachers** Logging into the portal provides a number of services including:   * Entering homework assignments, accessible to both students and parents * Access class lists, student information, contact information etc * A variety of email functions to whole classes, parents, specific cohorts * A variety of online discussion forums * Student Reporting System where staff can both enter and access information * Online anecdotal progress reports, entered each semester * Online performance-based assessment scoring using rubrics   **Students** Logging into the portal provides a number of services including:   * Access to their email account * Access to all homework assignments * Access to class and school-wide discussion forums * Quick access to all teachers’ email addresses * Access to all their performance-based assessment scores and rubrics   **Parents** Parents use our portal system via their child’s ID number. This allows them to:   * Access homework assignments * Access course descriptions and expectations * Contact teachers via email * Sign up to receive ‘Beacon Announce’ emails from administration and/or our Parents’ Association * Access Parent Association and Fundraising information    ****EXCELLENCE IN ACADEMICS**** **Science** The science curriculum focuses on key concepts supported by regular lab experiments.  9th and 10th grade science is an integrated chemistry-biology curriculum.  11th and 12th graders select from challenging electives such as **Chemistry**, **Evolution and Genetics**, **Immunology**, **Integrated Science Seminar**, **Physics**, **Tropical Biology**, and **Topics in Biochemistry**, as well as **Advanced Placement** class in **Biology** and **Chemistry**.  **Math** The math curriculum focuses on problem-solving and abstract thinking.  Math classes offered include **Algebra** **I and II**, **Geometry**, **Pre-Calculus**, **Calculus** and **Advanced Math Applications**, as well as Advanced Placement classes in Calculus.  **English** The English curriculum focuses on critical analysis of literary texts and creative writing and poetry.  9th, 10th and 11th graders complete analytical essays and creative pieces for their final assessments.  Seniors choose from electives such as: **Contemporary British Literature**, **Shakespeare**, **The** **19th Century Novel**, **Literature and the Human Condition**, **Literature and Media Theory**, **Modern American Drama**, **The Philosophical Journey**, **War Literature**, and **Creative Writing**.  **History** The history curriculum focuses on multiple perspectives, cause and effect, and argument and evidence.  9th and 10th graders complete a two-year global history sequence. 11th graders explore themes in US history.  Seniors select from electives such as: **Constitutional Law**, **The Global Cold War**, **History of New York City**, **Gettysburg**, **India from Independence to Information Technology**, **Modern Chinese History**, **International Political Economy,** **Modern American Foreign Policy,** **Reel-to-Real: Can and Should We Learn History from Movies?** and **20th Century American Social History**.  **Foreign Languages** The foreign language curriculum practices speaking, listening and writing language, along with cultural study.  **Chinese**, **French**, and **Spanish** languages are offered.  Advanced Placement courses are offered in Spanish and French.  **Arts and Technology Electives** The arts curriculum offers different ways of understanding reality and expressing one’s self.  Ninth grade students get an exposure to different arts through the arts rotation which includes drama, dance and visual arts. 10th, 11th and 12th grade students select from an array of arts and technology electives each semester which include: **Digital Film** and **Advanced Digital Film**, **Black and White Photography** and **Advanced Photo**, **Advanced Theater Arts**, **Capoeira**, **Choreography**, **Computer Animation**, **Creative Writing**, **Guitar/Songwriting**, **Hip Hop Jazz**, **Music Theory and Ensemble**, **Musical Production**, **Percussion**, Studio Arts classes in **Drawing**, **Painting**, or **Sculpture**, as well a **Studio Arts Honors** program.  **Advisory System**  At Beacon, a small-group support system headed by a faculty advisor allows each student to grow with the same “home-room” group for four years, progressing towards the college acceptance process. Here students can discuss topics of teen concern in a non-academic atmosphere, and maintain a sense of continuity in a supportive, supervised environment. The advisor is also the primary contact between the school and the parents/guardian. At Parent-Teacher Conferences, parents/guardians meet with the advisor to discuss the student’s progress. | |

The mission of the **Berlin Junior High and High School Mathematics Departments** is to provide an educational experience in mathematics that helps students prepare for successful roles in an ever changing society. This will be accomplished through our commitment to excellent teaching, a well-designed curriculum, and a supportive environment for all our students.

To support this mission we will be committed to professional development, updating the curriculum, making real world connections, and incorporating technology. We will employ an assortment of assessment techniques, provide a variety of teaching styles, and maintain an intervention plan for students that might be having difficulty.

Students will be challenged to develop skills in analysis, reasoning, creativity, collaborative learning, and self-expression as they gain knowledge of mathematics. We will maintain high academic and behavioral expectations and try to make every classroom minute count. Efforts will be made to direct students to realize their full potential.

As a comprehensive high school, Glen Cove High School has been approved and licensed since 1908 to award diplomas to its students who have successfully completed their courses of study and fulfilled other requirements mandated by the New York State Board of Regents. Glen Cove High School, in concurrence with the mission of the Glen Cove School District, offers students the opportunity for an effective educational experience in a safe, comfortable and productive environment. In addition, the mission is to instill in students independence, civic consciousness, social awareness, responsibility and the mastery of defined skills and knowledge enabling them to accept society's challenges in our ever-changing world.In order to accomplish our mission, Glen Cove High School adheres to the following educational philosophy:

* **Every student is an individual; thus, the schedule is structured so they can choose from a wide variety of courses to meet both present and future needs.**
* **Students are grouped in a manner that facilitates achievement and the development of positive self esteem.**
* **All course levels are available to every individual and each is encouraged to excel to his/her full potential.**
* **An orderly, stable, school environment is provided to foster student learning, protect student rights, provide safety in an atmosphere based on respect and human dignity.**
* **The school encourages parental involvement and participation in school activities.**
* **All subject areas and grade levels support the instructional approaches of Glen Cove High School: critical thinking; study skills; cooperative learning; interdisciplinary learning, portfolio assessment.**
* **The school administrators, faculty, parents, and students share in the decision making process that gives direction to school improvement efforts. These outcomes are monitored and evaluated.**
* **The school provides instructional programs for all students including at-risk, gifted, and students with special needs.**
* **The school provides educational programs and opportunities to celebrate the cultural differences and contributions of our diverse student body and community.**
* **A wide spectrum of extra and co-curricular activities are available after school to assure a well- rounded educational experience.**
* **Through a variety of curricular and extra curricular approaches, Glen Cove High School provides college and career exploration activities forstudents and their families.**

The Glen Cove City School District affirms that no person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity on the basis of sex, national origin, race or handicap.